

DOCUMENT RESUME

ED 183 263

PS 011 238

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TITLE Project PACT (Parents and Children Together):
Evaluation of the Second Year, 1978-1979. Report No.
8037.
INSTITUTION Philadelphia School District, Pa. Office of Research
and Evaluation.
SPONS AGENCY Bureau of Elementary and Secondary Education
(DHEW/OE), Washington, D.C.
PUB DATE Dec 79
GRANT G007700414
NOTE 19p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Adult Education Programs;
Adults; Educational Programs; Instructional Trips;
*Language Arts; *Parent Education; Parent Influence;
*Parent Participation; Parent Workshops; *Program
Evaluation; *Spanish Speaking; Summer Programs;
*Teaching Skills

ABSTRACT

This study was designed to evaluate Project PACT (Parents and Children Together), which was developed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School in Philadelphia, by involving Hispanic parents in the education of their children. The PACT project consists of two major programs: (1) a summer program designed to teach parents how to complement the education their children receive in school, and (2) a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The major activities of the project include teaching parents about school operation and curriculum, offering Spanish and English GED courses and Spanish and English language arts courses, and acquainting parents with the cultural resources of Philadelphia and neighboring cities. Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Children of participant parents had better English and Spanish reading scores than did other pupils in the school, and there was some evidence that parent participation was related to better pupil attendance. Analysis of interviews with parents conducted during the summer program revealed a statistically significant gain in their knowledge of ways to help their children in school work. The Spanish language arts class attracted too few participants to meet its enrollment objective, but in general the language arts and GED instruction of the school-year program appeared to have an effect on the participants as many of them earned GED high-school equivalency diplomas. (MP)

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PROJECT PACT
Parents and Children Together

EVALUATION OF THE SECOND YEAR
1978-1979

Report No. 8037

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OFFICE OF RESEARCH AND EVALUATION
Federal Evaluation Resource Services

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This program was funded in part by the United States Office of Education,
ESEA Title VII Grant Number G00-77-00414

EXECUTIVE SUMMARY

Project PACT (Parents and Children Together) was designed to complement the existing Let's Be Amigos Model A bilingual program at Potter-Thomas School by involving Hispanic parents in the education of their children. During the summer, parents prepared curriculum packets under the supervision of curriculum developers and observed instruction of children. During the school year, English, Spanish, and GED high-school equivalency courses were provided for adults and new curriculum packets were planned by developers.

Pupil performance on standardized tests and pupil attendance were used to measure the effect of one or two years of participation by parents in the summer program of the project. Parental participation was associated with statistically significantly higher scores on all four measures of language arts mastery (the Inter-American Test of Reading in Spanish and the Vocabulary, Reading, and Word Study Skills subtests of the Stanford Achievement Tests in English) when background characteristics of pupils were controlled. Children of participating parents had better attendance than other pupils in the school, but when background characteristics were controlled, the difference between children of participants and other, similar children was not statistically significant.

Analysis of interviews of parents conducted during the summer program revealed a statistically significant gain in their knowledge of ways to help children with school work. Spanish and English GED courses and an English language arts course conducted during the school year attracted greater numbers of participants than required to meet program objectives, but a Spanish language arts class attracted fewer. Thirty school-year program participants earned GED high-school equivalency diplomas.

Program goals regarding workshops and field trips were met. Instructional packets to enable parents to help their children master school work were written during the school year, but still require editing before they can be distributed.

At the beginning of the program year, objectives were reviewed and, on the basis of experience gained during the first year, were clarified and improved. All the new objectives were attained, considered attained, or partially attained.

PROJECT PACT

INTRODUCTION

Project PACT (Parents and Children Together) is designed to complement the existing Let's Be Amigos Model A bilingual program at the Potter-Thomas School. The major activities of the project are: teaching parents about school operation and curriculum, acquainting parents with the cultural resources of Philadelphia and neighboring cities, and teaching basic skills to adults of the school community. As a result of these activities parents are expected to acquire new skills and their children's performance in school is expected to improve.

RATIONALE

The Potter-Thomas School was selected as the project site because its LEA supported bilingual maintenance program enables all children to develop competence in English and in Spanish. Project PACT includes some components taught in English and others in Spanish, paralleling the language pattern of the school.

In the community served by Potter-Thomas School, many adults are immigrants from Puerto Rico, and many are unable to reinforce school learning at home. Many adults lack basic academic skills, are unaware of the resources in the community and the city, and are unfamiliar with the school's program. In order to help these parents become resources for reinforcement of their children's learning academic, cultural, practical, and school curriculum content is to be imparted. The parents, in turn, are to help their children be more successful in school.

The project is composed of two major programs. The summer parents program serves parents of Hispanic children who attend or are about to attend the Potter-Thomas School. Children who live in the local community participate in classes which are observed by the parents. The school-year program serves parents and other adults of the local community. It includes high school equivalency classes, language arts classes in Spanish and English, workshops, and curriculum development.

PREVIOUS FINDINGS

During the first project year, the summer program was conducted in a manner similar to that described in the proposal, but the school-year program began late and was characterized by the resolution by program management of implementation issues.

A true-false test designed to measure parents' acquisition of information about the Potter-Thomas School did not detect statistically significant changes during the summer program, but participants' children had statistically significantly higher Spanish reading test scores and better attendance than did their classmates.

In the school-year program, courses (in English and Spanish) leading to high school equivalency diplomas were well received and at least nine members of the community earned diplomas. An English-language course attracted a reasonable number of participants, but the Spanish Language Arts course did not, and was ended before the close of the school year.

During the first program year, while fewer PACT participants than expected attended workshops and school-year curriculum development, trips to cultural and historical sites were well attended.

IMPLEMENTATION

During 1978-79 the project was implemented in accordance with the proposal in nearly all respects, but a modified set of objectives which reflected the experience of the first year of program operation was used for evaluation. New reading tests in English and Spanish were used, and an objective regarding pupil attendance was added. The changes in objectives were negotiated by the project director and evaluators during the summer of 1978.

The steps taken to attract participants for the summer program were essentially the same as those used during the first year. An announcement inviting Spanish speaking parents to participate was sent home with pupils. An article appeared in a Spanish-language newspaper, and announcements were made on a Spanish-language radio station. During the afternoon of the fourth and fifth days of the summer component, project staff supplemented these steps with door to door canvassing of potential participants.

As a result of these steps, a total of 72 Hispanic parents (96% of the target) participated in the program. Evaluators' records suggest that canvassing was not needed to recruit the majority of the parents. All but eleven came to the program as a result of the public announcements, the school notice, and contact with other parents. Twenty parents (28%) withdrew from the program before it came to an end. The number of parents actually present on any one day ranged from 40 to 67 and averaged 56 over the twenty-two days of program operation. The parents received a stipend of two dollars per hour for the time they were present -- up to three hours per day.

The parents were divided into two groups. Each group worked with two teams consisting of two curriculum specialists, one team for the first eleven days of the program, the other team for the remainder. Members of one team were expert in the instruction of pupils below grade 3; the other team had expertise in the instruction of pupils in grades 3 and 4. If a parent had difficulty reading or writing Spanish, opportunity to acquire these skills in a small group was provided in a Spanish Language Enrichment Class conducted by an additional specialist.

During the first half of the typical day the parents learned concepts taught in school. This was followed by work on a curriculum packet, which each parent made and took home when it was completed. Typical packets consisted of games teaching number facts and language arts, flash cards, and devices to enable a child to move a slide to reveal answers to problems.

Parents were taught syllabication patterns and the rules of pronunciation in Spanish as well as the use of a dictionary. These activities were combined when the parents constructed their own small dictionaries. Sixteen parents who were judged to need the Spanish Language Enrichment program attended it in lieu of some of the skill development and packet preparation activities. During the last half of the summer program, the nine parents who were most in need of language development participated in the enrichment program for three hours per day.

After the fourth day of the program, parents began to observe instruction of children approximately two times per week. Six resource specialists taught children in groups organized by grade, prekindergarten through grade four. The number of children attending ranged from 79 to 157, and averaged 134. In contrast to the first program year, the highest attendance was on a regular program day, and not on one of the field trips. The instruction was planned to include one hour of language arts, one hour of mathematics, and one-half hour of social studies, but the resource specialists, all qualified, English-Spanish bilingual, grade school teachers, were allowed to use the time flexibly. Evaluators' observations suggested that language arts received greater emphasis than planned. As was the case during the first program year, the program coordinator encouraged the teachers to try informal and innovative instructional approaches. Evaluators' observations suggested that songs, stories, and learning-centered games were used more often than would be usual during the school year.

When the parents observed a group, they usually watched and listened to activities conducted by the resource specialist. On some occasions, parents engaged in the instructional activities. For example, the specialists had parents lead pupil groups for a few minutes so the parents could experience being in a teacher-like role.

During the summer program seven cultural and educational trips were conducted. Three were for parents, three for children, and one for both. The parents visited the Academy of Natural Science, the Franklin Institute, and the Philadelphia Museum of Art. The children went to the Philadelphia Zoo, a production of Pinocchio at the Playhouse In the Park, and the Academy of Natural Sciences. Both parents and children went on a Delaware River cruise along the Philadelphia waterfront. In addition to the trips, the parents walked with the curriculum developers to the neighborhood branch of the Free Library of Philadelphia, and parents who did not have a library card applied for one.

The summer program was well organized and, judging from the parents' enthusiasm, was well received. Evaluators' records showed that 21 of the parents in the program (29%) participated the previous summer. While this shows that parents liked the program, it also poses a challenge to project management. Many of the activities conducted during the second program year were similar to those conducted during the first year. Some curriculum specialists believe that project management should consider the incorporation of activities specifically designed for parents who would be in the summer program for more than one year.

All courses were taught by bilingual resource specialists for adult basic education. One was a native speaker of English and the other, Spanish.

Two types of records of participation in the courses were kept, roll books and information forms. The data contained in one only partially confirmed the data of the other. The roll books listed 158 different people in GED and language arts courses; the information forms completed by people as they entered the program indicated that there were 150 participants in these courses. There were 94 names common to both types of documents, indicating that 64 people listed in the roll books did not complete information forms, and 56 people who completed the forms were not recorded in the roll books. Evaluators believe that the discrepancies were caused by people who came to a few sessions or attended irregularly.

Examination of each type of document yielded tentative information which may prove useful to project management. The roll books suggest that the Spanish GED courses were the most popular offering, attracting a total of 71 people. The next most popular was the English Language Arts course (46 people) followed by the GED courses in English (42 people) and the Spanish Language Arts course (11 people). As enrollment in the one English Language Arts course exceeded the total enrollment of the two English GED courses, project management may wish to consider adding another English language arts course.

The roll book data were also used to determine who, if anyone, took more than one course. Nineteen people were enrolled in both a language arts and a GED course. More than half of the 11 people enrolled in Spanish language arts were also enrolled in a Spanish GED course, suggesting that one function of the Spanish language arts course was reinforcement of skills needed for the GED examination. Thirteen of the 46 people enrolled in the English language arts course were also in a Spanish GED course. These participants were in a combination of classes similar to that of a bilingual program frequently offered to Spanish-dominant children, instruction in basic subject areas in the mother tongue and English as a second language. Evaluators noted that none of the English GED class members chose to study language arts.

The information forms were used to determine the extent to which the GED and language arts courses served parents. The courses, while aimed at parents, were open to other adults in the Potter-Thomas community. About half the participants stated that they were parents of school age children. Evaluators had the impression that some of the remaining participants were close relatives of pupils (e.g. grandparents, siblings, aunts, and uncles). Thus, while the forms indicated that 43 Potter-Thomas school pupils had parents in the GED and language arts programs, the number of Potter-Thomas pupils whose families had contact with the program was probably larger. Evaluators recommend that a broader question about family ties to pupils be included on future information forms.

The GED and language arts classes continued through the first week of June. From January to June curriculum development activities were also conducted. The five curriculum developers of the summer program and an additional Spanish-dominant teacher began developing materials and advising

parents who came to them with questions about curriculum. A team of two curriculum developers concentrated on prekindergarten and kindergarten materials. Other teams concentrated on grades 1 and 2 and on grades 3 and 4. The pattern of service provided by the curriculum developers evolved over time. In general, two sessions per week were conducted. One or two hours were aimed at serving the parents who come with questions. During most of the year, one curriculum developer also worked with parents who needed help with their own Spanish, first-language skills. The remaining time was devoted to design of curriculum materials to be used by parents at home. The evaluators saw eight to twelve parents asking questions about curriculum and between ten and fifteen parents working on their own language arts development when they monitored this component. The supervisor of the program informed evaluators that some curriculum materials developed during the school year were completed, but none had been disseminated by the end of the project year.

Parent workshops were also conducted during the school year. The pattern of these workshops was changed by project management from the one specified in the proposal. The proposal indicated that there were to be six workshops about the history and culture of Puerto Rico and bimonthly workshops dealing with family relations, domestic arts, and other related topics during the school year. Plans were revised and two series of workshops were conducted, each consisting of five programs. Additional information about workshops can be found in the evaluation of Objective 4 in the next section of this report.

During the school year two trips were planned and one, to Washington, D.C., was conducted. The second, to the United Nations, did not take place because of difficulty in obtaining transportation. The Washington trip was free, with both lunch and dinner supplied. Both parent and non-parent participants of Project PACT went on the trip. Additional information about the trip can be found in the evaluation of Objective 7.

Review of project implementation suggested that the proposal was generally carried out. The summer program varied from the proposal in minor aspects, but much of the school-year program had become a community service effort as well as a program for Potter-Thomas School parents. In recognition of this fact, objectives and their evaluations were formally revised during the summer of 1978 and modified in informal discussions afterwards. These revised and modified objectives are the ones evaluated in the next section.

EVALUATION OF THE OBJECTIVES

Objective 1: To increase parents' information about bilingual programs. By the end of the school year parents will know that bilingual education includes instruction in mathematics, science and social studies in English and Spanish; that it includes instruction in reading, writing, and speaking in the two languages; and that it includes the study of the history and culture of Puerto Rico.

This objective was revised shortly before implementation of the summer component, so that increased familiarity with educational resources and techniques was tested rather than parental information about bilingual programs. In its modified form, the objective was considered attained.

As a result of experience gained during the first project year, the project director and evaluators developed a new structured interview in which open-ended questions replaced true-false items used the first year. The new questions focused on application of knowledge rather than facts about the Potter-Thomas School bilingual program because participants knew the facts before beginning the first year program. The questions were asked in Spanish. They were:

1. How can you help your child with mathematics-in-Spanish homework?
2. How can you help your child with mathematics-in-English homework?
3. How can you help your child with reading-in-Spanish homework?
4. How can you help your child with reading-in-English homework?
5. Where in Philadelphia can you take your child to enjoy himself/herself?

All parents in the summer program during the first week were interviewed shortly after they enrolled. These parents were interviewed again during the last few days of the program. Evaluators found statistically significant ($p < .10$) changes from the early to the late interviews in the responses made to questions one through four.

A supervisor and a coordinator of the summer program were asked to rate parents' responses to the first four questions. The four questions were treated as a group because parents often referred to an answer given to one question in their response to another. The raters read the four questions and then determined whether the parent did not help the child (lowest rating), stated that help was provided but did not specify how it was provided, stated that help was provided utilizing techniques not directly related to program content, or the parent provided help and described one or more methods directly related to program content (highest rating). Parents whose responses received the highest rating often mentioned the program as the source of their ideas.

Agreement of the two raters was high. When given the early and late interview protocols in random order, the raters independently gave the same rating to 74 percent of the cases. Agreement was within one rating level on all but one of the remaining interview protocols. In all instances of disagreement, the program coordinator gave the higher rating. The means of the pairs of ratings were used in the analysis.

There were 43 parents who were interviewed on two occasions. Forty-nine percent of these interviews reflected acquisition of information regarding ways to help their children. Responses of 30% were judged to be poorer at the end of the program than at the beginning, and 21% were judged unchanged. A Wilcoxon matched-pairs signed-ranks test was computed. The z obtained was 1.53, which has a probability of occurring by chance less six times per hundred.

The fifth question in the interview asked parents where they could take their children. Answers were difficult to evaluate because some responses were global (e.g., "to parks"), others specific (e.g., "Fairmount Park"), and evaluators could not determine how much information an answer represented.

One rough measure was a change in the number of times parents mentioned places they or the program children visited during the summer. Global responses and specific responses were counted. The number of responses that showed improvement equaled the number that went down.

Objective 2: To improve the achievement of pupils whose parents participate in the summer and school-year programs on the Inter-American Test of Reading in Spanish (Level 1) and the Stanford Achievement Test of Reading (Primary Level 1) to a statistically significant degree ($p < .10$) when grade, age, length of residence in an English-speaking environment, and years of attendance in a bilingual program are taken into account.

This objective was attained for children of parents in the summer program. The project director advised program evaluators that, given the adult education nature of the school-year program, children of GED and language arts class participants should not be included in the evaluation of this objective. Participation in the school-year curriculum development was on an "as needed" basis and no record of parents' attendance was kept. The analyses assess the effects of summer program participation.

Table 1 shows the results of four analyses of reading scores. In the analyses Sex, Grade, Age, ESOL Level (knowledge of English) and Birthplace were used to control statistically the impact of pupil background on score. When these variables were held statistically constant, pupils whose parents participated in the program outperformed their peers in both Spanish and English reading tests.

The Spanish reading test was administered during the second week of May to Hispanic pupils in grades one through four in the instructional sequence for Spanish-dominant children of the Potter-Thomas School. If a child was not present during a test session, a make-up test was given at a later date when possible. The tests were administered by a Spanish-speaking member of the program evaluation team. The analysis of the Spanish scores is shown to the left on Table 1. The control variables show that girls scored significantly higher than boys, and that scores increased significantly with Grade. Age was not statistically significant once Grade was part of the analysis. Pupils' knowledge of English (ESOL Level) was not significantly related to Spanish achievement. Evaluators found a statistically significant relationship between Birthplace and Spanish performance, but not in the direction expected: pupils who were born outside the mainland, and therefore more likely to have had greater contact with Spanish outside the home, scored lower than those born on the mainland.

For the variable Parent Participation there was a statistically significant difference between pupils whose parents participated in the summer programs of Project PACT and other Hispanic pupils of the school. The analysis suggested that when a parent participated in one summer program, the pupil scored 4.67 test items above pupils of the same Sex, Grade, Age, ESOL Level, and Birthplace whose parents had not. If the parent participated during two summers, the pupil scored 9.34 items above pupils whose parents had not.

Results of the testing in English also revealed a positive, statistically significant relationship between pupils' reading performance and parent participation. During the two weeks following the testing in Spanish, a Spanish-speaking evaluator administered the three English subtests to Spanish-dominant pupils in grades 2-4. The test publisher's instructions were followed in all but one respect: directions were read in English and then translated into Spanish.

Results were similar for the three subtests. They can be found in the three right hand columns of Table 1. There were no statistically significant differences attributable to the variable Sex. On all three subtests, scores rose with Grade to a statistically significant degree (2.99 items per grade level on Vocabulary, 13.46 items per grade level on Reading, and 6.69 items per grade level on Word Study Skills). There was a trend for Age to be negatively related to score, once Grade was taken into account. Evaluators believe that these negative relationships were due to poor performance of pupils who are older than the others of their grade. ESOL Level was significantly related to performance on all three English subtests. There are four ESOL levels ("Beginning", "Intermediate", "Advanced" and "No ESOL Required"). They were derived from tests or ratings made during the fall of 1978. The analyses showed that the higher the fall rating the better the English performance. Pupils whose Birthplace was outside the mainland of the United States did not differ from other Spanish-dominant pupils on two subtests (Vocabulary and Word Study Skills), but pupils born outside the mainland had significantly lower scores on the Reading subtest.

When Sex, Grade, Age, ESOL Level and Birthplace were controlled statistically, the analyses indicated that parent participation in the summer program of Project PACT was related to superior performance on all three English measures. For each summer the parent participated in PACT, the pupils scored 1.75 items above others with similar background characteristics on the Vocabulary subtest (i.e., 1.75 items for one year, 3.50 items for two years of parent participation). The corresponding increases were 4.96 Reading items per year and 1.64 Word Study Skills items per year.

Evaluators recognize that in addition to program effectiveness there is another explanation for the outcome which must be considered. Parents who chose to participate in the summer program may have children who differ from others systematically. Although more variables may be controlled statistically in the future, this alternative can never be eliminated as long as parents participate in Project PACT by choice.

Objective 3: To improve school attendance of pupils whose parents participate in the bilingual program. These pupils will attend more often than their peers.

This objective was considered attained. Analyses reflected a trend of better attendance among children whose parents participated in the summer components of Project PACT, but statistical significance was not attained when linguistic background and other pupil variables were considered.

Table 2 shows the average daily attendance of all pupils in grades prekindergarten through three of the Potter-Thomas School as reported by the Division of Administrative and Survey Research Services, and the average daily attendance of pupils whose parents participated in the summer component of the program during one or both years. At every grade level, pupils whose parents participated in the program had better attendance than the average daily attendance of their grade as a whole. Treating the school mean of each grade level as a population parameter, t-tests were computed to determine whether the attendance of children of program participants was statistically significantly different from that of all pupils in that grade. Using a probability of one chance in ten as a cut-off point, all the t-tests were statistically significant except the one for first grade. When viewed together, the results indicate that children whose parents participated in the summer programs clearly had better attendance than other Potter-Thomas School pupils. The probability of a chance finding of three statistically significant differences and one non-significant difference favoring children of participants is exceedingly remote.

Evaluators were aware that the comparisons described above were less than ideal for two reasons: the school means were based on the attendance of English-speaking students as well as Hispanic pupils, and background characteristics (birthplace, sex, age, knowledge of English) were not controlled. To assess whether these variables were the real causes of the superior attendance of the children of participants, a general linear model analysis was carried out. The attendance records of only these pupils in the Spanish instructional sequence of the school were used in the model. The general linear model indicated that among the Spanish dominant, pupil's Sex and ESOL Level were not statistically significantly related to attendance. Attendance was significantly better in higher grades, but was poorer when the pupil was older than others in the grade. Pupils who were born outside the mainland had significantly better attendance than those born in it. When these background variables were controlled, the general linear model indicated that pupils were present 1.5% more often than others for each year of parent participation. This trend was not strong enough to be statistically significant ($p < .16$). There was no indication that parent participation effected pupils of some grade levels more than others.

In conclusion, evaluators recognize that children of summer program participants had better attendance records than other students in the school, but this may be attributable to differences in pupil background rather than the effect of the program.

The reader will note that fourth-grade pupils were not a part of the evaluation of this objective. Attendance records of these pupils were sent to middle schools at year end, making them inaccessible.

Objective 4: To help parents develop pride in their new environment by providing six workshops dealing with history and culture of Puerto Rico, family relations, domestic arts, consumer education, and drug addiction.

This objective was attained. Two series of five workshops were conducted. One series focused on family relations, the other focused on family health. Aspects of Puerto Rican culture, topics of consumer education and domestic arts, and issues related to the problem of drug addiction were incorporated into the series.

The family relations workshops were conducted by a psychologist who stimulated a great deal of parent-parent and parent-lecturer interaction. The workshops on health were conducted by a physician and were primarily lectures with question and answer segments. In five monitoring visits the evaluators observed parent groups of 6 to 27 participants. The average attendance during observed visits was 12.4.

Coffee and doughnuts were served at the workshops. During one family-relations workshop, interest was so great that parents chose to forego the planned coffee break.

The response to the workshops was markedly better than during the first program year, when few people came to some programs because they were held on Saturday. This year the programs were held between 9 A.M. and noon, while children were in school. This schedule appears to have facilitated parent participation.

Objective 5: To provide courses during the day and/or evening during the school year in order to teach communication skills in English or Spanish. At least 15 parents will enroll in each course.

This objective was attained for the English course, but Spanish instruction attracted fewer than 15 participants.

One English language arts course and one Spanish language arts course were conducted during the school day between October and June. Each group was taught by an adult basic education resource specialist who was competent in both languages of the program and a native speaker of the target language.

The English course enrollment exceeded the number specified by the objective. There were 46 participants, all of whom had Hispanic surnames. Six participants reported that they had one or more children attending Potter-Thomas, 13 reported children attending other schools, and 13 said they had no children. Fourteen participants failed to complete the form on which information about children was recorded.

During the course of the year, new participants constantly entered the program. An evaluator observed the English language arts class on three occasions -- in October, December, and May. The number of adults present during these observations ranged from 10 to 14. Evaluators observed instruction in oral-aural skills, reading, and writing. During the observations the participants were divided into groups on the basis of their knowledge of English.

Eleven adults took advantage of the Spanish language arts instruction. Judging from their surnames, all were Hispanic. At least one was a parent of a Potter-Thomas School pupil, and four were parents of pupils attending other schools. No information was available for six participants. About half the Spanish language arts group began the program in the fall, and all but one was enrolled by December. In monitoring visits made in October, December, and May, an evaluator observed one to seven adults making use of the Spanish instruction. Emphasis was on basic reading and writing as participants needed help with these skills in their mother tongue. The instructional materials used were teacher prepared and mimeographed.

Objective 6: To provide courses in basic education in English or Spanish leading to the GED diploma. At least 15 parents will enroll in each course.

This objective was attained. Many more than 15 people enrolled in the English and in the Spanish courses of study leading to the GED. Moreover, 59 people attempted GED examinations and 30 people earned the GED high school diploma.

There were two sessions of the GED courses in each language, an evening session and an afternoon session. Each session met two times per week and was conducted by an adult basic education resource specialist who was a native speaker of the target language,

According to the resource specialists' records, 33 adults participated in the Spanish afternoon session, 38 in the Spanish evening session, 15 in the afternoon English session, and 27 in the evening English session. As expected, all of the adults in the classes conducted in Spanish had Hispanic surnames. The surnames of the participants of the English GED classes suggested that about two-thirds were Hispanic.

Evaluators were able to determine that 36 participants of the Spanish courses were parents; ten of them of Potter-Thomas School pupils. At least 16 participants of the English courses were parents; five of them, of Potter-Thomas School pupils. However, information forms were not completed by 40 participants of the various GED classes, some of whom were probably parents.

Manuals designed for GED preparation were the main instructional texts. Each participant received a manual written in the target language of his or her class. These were provided by the project at no expense to the participants. The manuals were supplemented with mimeographed materials. Evaluators' monitoring suggested that language arts and mathematics received greater emphasis during the first half of the year than the second. Toward the end of the year, about two-thirds of the observed classes were devoted to science and social studies. Throughout the year, the resource specialists organized small groups within the classes to prepare people who were taking specific GED subtests.

GED classes were monitored on nine dates. On each occasion two, three,

or four classes were observed. The average number of people present in the English classes that were observed was 6.3. The average number of people present in the observed Spanish classes was 15.8. There was little difference between the attendance of the afternoon and evening English classes, but the average number of people present in the Spanish evening classes was nearly one and one-half times as great as in the afternoon.

During the spring, 59 program participants attempted the GED examinations. Forty-nine undertook the examinations in Spanish, and 28 earned the GED diploma. Ten participants attempted the examinations in English, and two earned the diploma.

The Spanish GED program of Project PACT appears to be more cost effective than its English counter-part. More people enrolled in the Spanish GED instruction, more people attended it, more people attempted the Spanish examinations, and a higher percentage of those attempting them earned diplomas.

Objective 7: To take parents and children during the summer and school year on field trips to cultural and historic sites such as Independence Hall, the Museum of Art, the Franklin Institute, the Zoological Gardens, and the Free Library.

This objective was attained. As reported in the implementation section, seven trips were conducted during the summer program and one trip was conducted during the school year. During the summer program parents visited the Academy of Natural Sciences, the Franklin Institute, and the Philadelphia Museum of Art. The number of participants on these trips ranged from 48 to 65. During the summer the children visited the Zoological Gardens and the Academy of Natural Sciences and attended a play at the Playhouse in the Park. The number of children who participated ranged from 141 to 155. At the end of the summer program 199 parents and children went on a cruise on the Delaware River in the area of the Port of Philadelphia.

During the school year one trip was conducted for adults. According to the program coordinator, 65 participants of the school-year and summer programs made a one day trip to Washington, D.C.

SUMMARY & CONCLUSION

Project PACT consists of two major components; a summer program designed to teach parents how to complement the education their children receive in school and a school-year program geared to enhancing the basic academic competence of adults of the Potter-Thomas School community. The school-year program also includes workshops and opportunities for parents to meet with curriculum developers to discuss concerns about their children's education.

The summer program is expected to have an effect within a short time on the academic performance of pupils whose parents participate. This was clearly observed during the second year evaluation. Children of participants had better English and Spanish reading scores than did other, comparable pupils in the school. There was some evidence that parent participation was related to better attendance, but when the pupil variables were controlled statistically, the difference was

not statistically significant.

The language arts and GED instruction of the school-year program clearly had an effect on adults of the Potter-Thomas School community. The total number of adults who availed themselves of the course offerings was many times the total number stated in the objectives, but when the subject areas were examined one at a time, evaluators found that fewer people were enrolled in the Spanish as a first language course than expected. Although the earning of a high-school equivalency diploma was not stated as a program objective, the large number of people who attempted the GED examinations and earned the diploma is indicative of the success of the school-year program.

Evaluators believe that the school-year curriculum development component can be improved. For the school-year curriculum development to be of value, its products should be made available to parents so they can be used with children. This did not happen during the 1978-1979 program year. Discussion with program management indicated that steps were being taken to assure that the products of school year curriculum development would be available to parents in the 1979-1980 school year.

TABLE 1

ANALYSES OF SPANISH AND ENGLISH READING SCORES

Variable	Regression Weights			
	Spanish Reading	English Vocabulary	English Reading	English Word Study Skills
Sex	4.14**	0.36	0.93	0.23
Grade	14.77***	2.99***	13.46***	6.69***
Age	-1.31	-0.97	-1.24	-2.11**
ESOL Level	1.07	1.73***	4.83***	2.43***
Birthplace	-4.83*	0.91	-6.12*	-0.52
Parent Participation	4.67**	1.75**	4.96**	1.64*
Number of Pupils	264	191	189	182

* $p < .05$ ** $p < .01$ *** $p < .001$

TABLE 2

AVERAGE DAILY ATTENDANCE: COMPARISON OF SUMMER PROGRAM PARTICIPANTS' CHILDREN WITH ALL POTTER-THOMAS SCHOOL PUPILS OF THE SAME GRADE.

Grade	Average Daily Attendance		Standard Error	t	df	p
	All Pupils	Program				
PK/K	73.3%	76.4%	2.0%	1.55	15	.10
1	88.9%	90.1%	2.4%	0.55	12	NS
2	88.2%	93.7%	1.1%	4.95	22	.01
3	88.3%	92.1	1.2	3.11	19	.01